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KENT COUNTY COUNCIL
OF
PARENT-TEACHER ASSOCIATIONS
GRAND RAPIDS. MICHIGAN

FEBRUARY 1, 1966

THE PRESENT SESSION OF THE 89TH CONGRESS SHOULD "SPEND LESS TIME ON NEW LEGISLATION AND MORE TIME CORRECTING OVER-SIGHTS IN LEGISLATION WE HAVE JUST PASSED."

THESE ARE THE WORDS SPOKEN PUBLICLY BY SENATOR MIKE MANSFIELD, DISTINGUISHED MAJORITY LEADER AND A HIGH RANKING DEMOCRAT.

SENATOR MANSFIELD WENT ON TO SAY.....
"WE HAVE PASSED A LOT OF MAJOR BILLS AT THIS SESSION, SOME OF THEM VERY HASTILY, AND THEY STAND IN EXTREME NEED OF GOING OVER FOR LOOPHOLES, ROUGH CORNERS, AND PARTICULARLY FOR AN ASSESSMENT OF CURRENT AND ULTIMATE COST....."

HOPEFULLY, I WISH THE CONGRESS THIS SESSION WILL FOLLOW THE ADVICE OF SENATOR MANSFIELD AND THOSE ON OUR SIDE OF THE AISLE

IN THE HOUSE WHO DEMAND THAT THE BILLS PASSED LAST YEAR BE GIVEN A HARD, CALCULATING LOOK.

ALTHOUGH THE CONGRESS HAS A RESPONSIBILITY TO CREATE LEGISLATION THAT WILL HELP STRENGTHEN THE NATION, I HAVE A STRONG CONVICTION THAT EDUCATION IS THE ANSWER TO MANY OF OUR SOCIAL AND ECONOMIC PROBLEMS.

- 1) training entrusted
- 2) help in the solution of our racial conflicts
- 3) better trained doctors & those elected.

AS A NATION WE HAVE LED THE WORLD IN PROGRESS TOWARD UNIVERSAL EDUCATIONAL OPPORTUNITIES. FOR EXAMPLE, IN 1964 THE NATION SPENT NEARLY \$40 BILLION ON EDUCATION. THIS REPRESENTED 6.3 PERCENT OF OUR GROSS NATIONAL PRODUCT.

A DECADE AGO, THIS AMOUNT OF INVESTMENT WOULD HAVE BEEN VIEWED AS A WILD DREAM. ACTUALLY, IT HAS BEEN A MIRACLE WROUGHT BY THE FREE WILL OF THE AMERICAN PEOPLE.....



EXPRESSED IN EVERY STATE AND COMMUNITY.

MUCH ATTENTION HAS BEEN FOCUSED ON CONTRIBUTIONS TO EDUCATION MADE BY THE FEDERAL GOVERNMENT.

WE SHOULD NEVER FORGET THAT AMERICA'S PROGRESS IN EDUCATION HAS REALLY BEEN THE GENIUS OF LOCAL ACTION.

ADMITTEDLY THE FEDERAL GOVERNMENT HAS PLAYED AN IMPORTANT IF NOT THE CONTROLLING ROLE IN EDUCATIONAL DEVELOPMENT THROUGHOUT OUR NATION'S HISTORY.

DURING THE ADMINISTRATION OF ABRAHAM LINCOLN THE FIRST OF THE HISTORIC LAND GRANT COLLEGE ACTS BECAME LAW. THE ESTABLISHMENT OF OUR STATE UNIVERSITY SYSTEM BEGAN. IN 1917 A NATIONAL EFFORT BEGAN TO ENCOURAGE VOCATIONAL EDUCATION IN THE PUBLIC SCHOOLS. IT WAS ENLARGED IN 1946. THE WORLD WAR II G.I. BILL RESULTED IN A SURGE OF COLLEGE ENROLLMENTS.

THESE WERE ALL MEANINGFUL ACTIONS. BUT, IN A SENSE, THE MOST COMPREHENSIVE FEDERAL INTEREST IN EDUCATION AT ALL LEVELS WAS EXPRESSED BY PRESIDENT EISENHOWER IN 1958. HIS RECOMMENDATIONS WERE THE BASIS FOR THE NATIONAL DEFENSE EDUCATION ACT.

STRIKING AT CRITICAL DEFICIENCIES IN KEY AREAS AT ALMOST EVERY LEVEL OF EDUCATION, THE EISENHOWER PROGRAM:

- IMPROVED TEACHING OF SCIENCE AND MATHEMATICS,
- UPGRADED COUNSELING AND GUIDANCE WORK IN SCHOOLS,
- ESTABLISHED LARGE-SCALE TESTING PROGRAMS,
- RESULTED IN GIANT STRIDES TOWARD IMPROVING STUDIES OF LANGUAGES--
SOMETHING DESPARATELY NEEDED IN A CHANGING WORLD.

IN THE 1950'S THE NATION WITNESSED THE SPEED-UP OF EDUCATIONAL PROGRAMS UNDER THE NATIONAL SCIENCE FOUNDATION. PARTICULAR

EMPHASIS WAS ON IMPROVING THE SKILLS OF
ELEMENTARY AND HIGH SCHOOL TEACHERS.

ALSO IN 1963---WITH STRONG BI-PARTISAN
SUPPORT---THE NATIONAL VOCATIONAL EDUCATION
ACTS WERE MODERNIZED AND EXPANDED. TOGETHER
WITH THE MANPOWER TRAINING AND DEVELOPMENT
ACT OF 1962 A VERY STRONG FEDERAL EFFORT
RESULTED TO PREPARE PEOPLE FOR AVAILABLE JOBS.

THROUGH THE YEAR 1963, FEDERAL INTEREST
IN EDUCATION WAS EXPRESSED THROUGH CAREFULLY
CONCEIVED LEGISLATION INVOLVING A BI-
PARTISAN EFFORT. HOWEVER, IT WAS BECOMING
EVIDENT THAT THE FEDERAL ROLE IN EDUCATION
WAS SOMEWHAT ILL-DEFINED. THERE WERE SIGNS
OF OVERLAPPING RESPONSIBILITIES AND
DUPLICATION OF EFFORT.

A SIGNIFICANT REPORT ISSUED BY CONGRESS-
WOMEN EDITH GREEN, A DEMOCRAT OF OREGON,
AND CHAIRMAN OF A SPECIAL SUBCOMMITTEE DEALING
WITH EDUCATION AND LABOR, WAS REVEALING.

IT POINTED OUT THAT 42 SEPARATE FEDERAL AGENCIES WERE INVOLVED DURING 1963 IN ADMINISTERING EDUCATION PROGRAMS. THE NUMBER TODAY IS PROBABLY CLOSE TO 45.

RECENT LEGISLATION HAS ADDED VASTLY TO THE CONFUSION WITH THE SCRAMBLED COMPLICATIONS OF THE POVERTY PROGRAM INTRODUCING AN ALMOST CHAOTIC NOTE.

CAREFULLY DRAWN FEDERAL PROGRAMS RECOGNIZING STATE AND LOCAL RESPONSIBILITIES STRIKE DIRECTLY AT CRUCIAL PROBLEMS. THEY REALLY CONTRIBUTE TO THE GROWTH OF OUR SCHOOLS.

BUT.....CONFUSED AND HASTILY-DRAWN FEDERAL ACTS STRIKING OUT IN ALL DIRECTIONS SERIOUSLY UNDERMINE THE WORK OF EDUCATIONAL INSTITUTIONS.

IT SEEMS TO ME THAT THE JOB OF PUTTING COMMON SENSE INTO EDUCATIONAL LEGISLATION IS A MAJOR RESPONSIBILITY CONFRONTING THIS SESSION OF THE CONGRESS.



FOR EXAMPLE....THE ELEMENTARY AND SECONDARY SCHOOL ASSISTANCE ACT OF 1965 QUITE CANDIDLY IS A HODGE-PODGE OF PROGRAMS AND PURPOSES. IT HAS SERIOUS DEFECTS WHICH WERE WIDELY RECOGNIZED AT THE TIME OF ENACTMENT. HOWEVER, THE ADMINISTRATION STUBBORNLY INSISTED UPON INCLUDING WHAT I BELIEVE ARE DEFECTS.

LET ME BE SPECIFIC ON THIS POINT.

PART OF THE LAW AUTHORIZES MONEY FOR LOCAL SCHOOL DISTRICTS FOR USE IN PROGRAMS DESIGNED FOR STUDENTS HANDICAPPED BY POVERTY--THE UNDERPRIVILEGED IN AN ECONOMIC SENSE. THE TRAGEDY IS THAT THIS MONEY FAILS TO REACH THE SCHOOL DISTRICTS WHERE THE NEED IS GREATEST. THE MONEY GOES INSTEAD TO THE WEALTHIEST COUNTIES IN AMERICA, WHERE SCHOOLS ARE GENERALLY THE BEST MONEY CAN BUY.

THE FORMULA FOR DISTRIBUTING THE FEDERAL FUNDS IS SO ARRANGED THAT THE 10 WEALTHIEST COUNTIES IN THE NATION RECEIVE TWICE AS

MUCH MONEY AS THE 10 POOREST COUNTIES. THE NUMBER OF IMPOVERISHED CHILDREN IS ABOUT EQUAL IN THE CLUSTERS OF BOTH RICH AND POOR COMMUNITIES.

A SIMPLE AMENDMENT SPONSORED BY CONGRESS-WOMEN GREEN AND SUPPORTED BY REPUBLICANS COULD HAVE CORRECTED THIS SITUATION. THE ADMINISTRATION DEFEATED IT.

THE REMAINING FIVE TITLES OF THE BILL ARE TOTALLY UNRELATED TO THE NEEDS OF ECONOMICALLY AND CULTURALLY DEPRIVED CHILDREN. THEY EXTEND THE FEDERAL ARM DEEP INTO SCHOOL PROGRAM AND CURRICULUM PLANNING....INTO THE PROVISION OF TEXTBOOKS...INTO SUPPLEMENTAL EDUCATIONAL SERVICES AT THE LOCAL LEVEL. IN THE PROCESS, THEY VIRTUALLY IGNORE STATE RESPONSIBILITY IN EDUCATION.

THE SO-CALLED POVERTY PROGRAM RELATING TO EDUCATION IS VERY BADLY PLANNED. IN MANY AREAS IT IS CHAOTIC---AND THIS MAY BE A CHARITABLE JUDGMENT.

MUCH OF WHAT HAS BEEN ATTEMPTED IS DESIRABLE, HOWEVER. "OPERATION HEADSTART" IS AN EXAMPLE. YET, THIS TYPE OF EFFORT SHOULD BE CARRIED OUT IN A SYSTEMATIC FASHION BY THE U.S. OFFICE OF EDUCATION, WORKING WITH STATE AND LOCAL SCHOOL SYSTEMS.

SIMILARLY, OTHER PROGRAMS SUCH AS THE YOUTH AND JOB CORPS NEED TO BE MORE CAREFULLY MESHED WITH NATIONAL EFFORTS IN VOCATIONAL AND MANPOWER RETRAINING.

UNLESS THERE IS CLOSE COORDINATION, WITH A MAXIMUM USE OF OUR LIMITED JOB-TRAINING PERSONNEL, THE PROGRAMS WILL PRODUCE THOUSANDS OF YOUNG PEOPLE WHO ARE NOT EQUIPPED FOR AVAILABLE JOBS---THUS PLUNGING THEM FURTHER INTO A CLIMATE OF DEFEAT AND DESPAIR.

THE CONGRESS CAN CORRECT SHORTCOMINGS, ABUSES, AND CONFUSION IN FEDERAL PROGRAMS IF IT EXERCISES ITS INDEPENDENT JUDGMENT IN SUCH MATTERS.

WHAT'S MORE---THE CONGRESS CAN PROPOSE IMAGINATIVE AND EFFECTIVE PROGRAMS TO MOBILIZE ALL OUR RESOURCES TO OVERCOME EDUCATIONAL PROBLEMS.

ONE SUCH PROPOSAL--MADE BY REPUBLICANS IN BOTH HOUSES---IS THE HUMAN INVESTMENTS ACT. IT WOULD GIVE TAX CREDITS TO PRIVATE BUSINESS AND INDUSTRY TO OFFSET THE COSTS OF PRIVATE TRAINING PROGRAMS FOR THE UNSKILLED AND UNEMPLOYED.

THERE IS WIDESPREAD AGREEMENT THAT THE MOST EFFECTIVE JOB CORPS CENTERS ARE THOSE OPERATED BY PRIVATE INDUSTRY ON A CONTRACT BASIS. EVEN CONGRESSMAN ADAM CLAYTON POWELL, WHO RAM-RODDED THE EXISTING POVERTY PROGRAM THROUGH CONGRESS, HAS RECOGNIZED THE INADEQUACY.

RECENTLY, HE CHARGED IN A SPEECH THAT THE PROGRAMS ARE UNCOORDINATED BY SAYING: "ALL WE NEED ARE JOBS.....WE ARE GOING TO CHANGE THE LEGISLATIVE IMAGE OF THE WAR ON

POVERTY THIS YEAR TO PLACE THE EMPHASIS ON JOB CREATION AND ON-THE-JOB TRAINING. MANY OF THESE CULTURAL AND SOCIAL FRILLS ARE GOING TO BE CUT OUT."

DELINQUENCY AND THE JOB CORPS PORTION OF THE SO-CALLED WAR ON POVERTY ARE DIRECTLY CONNECTED. THIS SITUATION CAME CLEARLY INTO FOCUS CLOSE TO GRAND RAPIDS THE PAST YEAR.

I WILL NOT GET INTO THE DETAILS OF THE INCIDENT THAT INCLUDED RIOTING IN THE STREETS OF A NEIGHBORING CITY. ALL OF US HAVE READ AND HEARD MUCH ABOUT THEM.

HOWEVER, IT IS CLEAR TO ME THAT RESPECT FOR THE LAW IS BASIC TO ALL GOOD CITIZENS. IT IS CLEAR TOO THAT THE APATHY OF MANY AMERICANS TO THE PRESERVATION OF LAW AND ORDER IS A KEY FACTOR IN THE NATION'S WAR AGAINST CRIME AND CIVIL DISOBEDIENCE.

PRESIDENT JOHNSON---ALSO CONCERNED

ABOUT THE 2-1/2 MILLION SERIOUS CRIMES REPORTED IN THE UNITED STATES IN JUST ONE YEAR---HAS MENTIONED AMONG POSSIBLE SOLUTIONS THE USE OF MORE AND BETTER TRAINED POLICE OFFICERS.

THE SOLUTION, IT SEEMS TO ME, IS MORE DEEPLY-ROOTED IN OUR LIFE. COLLECTIVE INDIFFERENCE IS BREEDING DISRESPECT FOR THE LAW, AND THIS CAN ONLY RESULT IN THE CONTINUING ACCELERATION OF OUR CRIME PROBLEM.

A GREATER NEED FOR UPGRADING CITIZEN MORAL AND CIVIC STANDARDS IS INTERWOVEN IN CRIME STATISTICS....THIS, I BELIEVE, IS AMONG THE RESPONSIBILITIES OF PARENTS, TEACHERS AND EDUCATION IN GENERAL.

RECENTLY A WASHINGTON NEWSPAPER DESCRIBED THE LIVES OF YOUNG PEOPLE WHO SMOKE MARIJUANA AT PARTIES HELD ALMOST WITHIN SIGHT OF THE NATION'S CAPITOL. THERE ARE THOSE WHO ARGUE IN FAVOR OF LEGALIZING NARCOTICS.

THIS WOULD ELIMINATE THE USE, SALE AND POSSESSION OF DRUGS AS A CRIME.

TO ME THIS KIND OF REASONING AND TALK ONLY AIDS THOSE WHO DISREGARD LAW AND ORDER. WHAT KIND OF A WORLD WOULD ~~WE~~ HAVE IF ALL CRIMES WERE LEGALIZED? YET, THERE IS A GROWING OUTCRY TO DO JUST ABOUT THAT--- IN SOME AREAS, SUCH AS NARCOTICS.

SOUND EDUCATION IS THE ANSWER TO MANY OF OUR SOCIAL AND ECONOMIC PROBLEMS. AND BY EDUCATION, I INCLUDE ALL THAT IS PROVIDED BY EACH OF US---PARENTS, TEACHERS, THE FAMILY UNIT, INDIVIDUAL CITIZENS.

A SOUND AND MORALLY ORIENTED EDUCATION HAS THE SOLUTION FOR DISTURBING, IRRESPONSIBLE RIOTING AND DEMONSTRATIONS BY STUDENTS AND ADULTS ALIKE.

THE KIND OF EDUCATION WE WANT CAN PREVENT UNFORTUNATE INCIDENTS SUCH AS ~~BURNING~~ BURNING OF DRAFT CARDS, ATTEMPTS TO BLOCK MOVEMENT OF TROOP TRAINS TO PORTS OF

EMBARKATION, AND OTHER EXAMPLES OF
IRRESPONSIBLE DISSENT.

MAY I INJECT A FOOTNOTE AT THIS
POINT. THE PRESENT SELECTIVE SERVICE LAW
SHOULD BE STUDIED FOR POSSIBLE REVISION
IN THE FACE OF THE PROBABLE INCREASE IN
DRAFT CALLS. IT SEEMS TO ME THERE ARE TOO
MANY DOOPHOLES, PERHAPS SOME ANTIQUATED
PEACETIME IDEAS, INCORPORATED IN THE
PRESENT LAW. BY THE PRESIDENT'S VIETNAM
DECISION THE SELECTIVE SERVICE ACT FACES
NEW CIRCUMSTANCES, A DIFFERENT CRISIS.

I HAVE DETAILED SEVERAL CHALLENGES
TONIGHT. THEY ARE TO BE FACED--AND I HOPE
--MET TOGETHER.

WHATEVER COMES FROM CHALLENGE OR DIFFI-
CULT CIRCUMSTANCES DEPENDS ON THE NATURE OF
THE RESPONSE. VICTORIES ARE WON, NOT WHEN
WE RETREAT FROM CHALLENGE, BUT WHEN WE
ACCEPT CHALLENGE WITH FAITH.

PERHAPS THE BEST FINAL ANALYSIS OF WHY WE MUST STAND STRAIGHT TO THE PROBLEMS AND CHALLENGES OF TODAY AND THE FUTURE ARE FOUND IN SOMETHING WRITTEN MANY YEARS AGO ---"A SHIP IN HARBOR IS SAFE. BUT THAT IS NOT WHAT SHIPS ARE BUILT FOR."

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February 1, 1966

A. OBSCENE MATERIAL IN MAIL

1. Am contacted by constituents on this from time to time.
2. Congress is terribly concerned about the overall problem.
3. Attitude of the courts is a major factor in the problem.
4. Recently Congress enacted legislation authorizing prosecution in judicial districts where mail is received as well as where it is mailed.

Much is mailed from New York and California where the courts are especially liberal.

Congress felt that to prosecute where the mail was received was logical as that is where the damage is done, and ~~more~~ would undoubtedly result in more convictions because of the difference in attitude by judges and juries.

However, it appears this law itself may be tested in the courts.

5. Congress will continue to examine and enact legislation aimed at curtailing the movement of obscene material in interstate commerce.

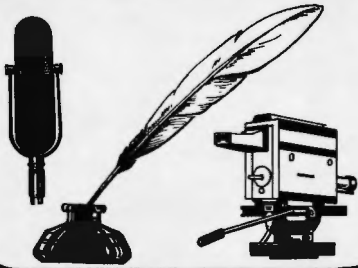
B. PRAYER AND BIBLE READING IN PUBLIC SCHOOLS

1. Interest continues, petitions are being received.
2. I have always indicated my agreement with the dissenting opinion of Justice Potter Stewart.
3. I signed the discharge petition in the 88th Congress when it appeared that the Committee on the Judiciary was taking no action.
4. When about 160 names were on the petition the Committee decided to hold hearings which were extensive and filled three large volumes of small print. Every organization or individual who wished to testify was given an opportunity.
5. Following hearings no further action was taken largely because the spokesmen for the large denominations in our country, including the conservative, orthodox Bible-believing groups, endorsed the position of the Supreme Court and opposed the constitutional amendment to overrule it.

It was generally their position that religious instruction should be left to the home and the church, That because of the large

number of denominations and groups the public school could not possibly meet the needs of its students in this respect.

6. Unless the major denominations and their leaders change their attitude we can expect no further affirmative action by the Congress on this issue.



CONGRESSMAN
GERALD R. FORD
HOUSE REPUBLICAN LEADER

**NEWS
RELEASE**

Kent County Council of Parent-Teachers Association
Grand Rapids, Michigan February 1, 1966

For release at time
of speech

EXCERPTS

Much attention has been focused on contributions to education made by the Federal government. However, we should not forget that America's progress in education has really been the genius of local action.

* * *

It is becoming evident that the role of the Federal government in education is somewhat ill-defined. There are signs of overlapping responsibilities and duplication of effort.

Recent legislation has added vastly to the confusion with the scrambled complications of the poverty program introducing an almost chaotic note.

Confused and hastily-drawn Federal acts striking out in all directions seriously undermine the work of educational institutions.

The job of putting common sense into educational legislation is a major responsibility facing this session of Congress.

* * *

The so-called poverty program relating to education is badly planned. In many areas it is chaotic---and this may be a charitable judgment. Much of what has been attempted is desirable. "Operation Headstart" is an example. Yet, this type of effort should be carried out in a systematic way by the U.S. Office of Education working with State and local school systems. Similarly, other programs such as the Youth and Job Corps need to be more carefully meshed with national efforts in vocational and manpower retraining.

* * *

The Congress can correct shortcomings, abuses, and confusion in Federal programs if it exercises its independent judgment. What's more, Congress can propose imaginative and effective programs to mobilize all our resources to overcome educational problems. One such proposal, made by Republicans, is the Human Investments Act. It would give tax credits to private business and industry to offset the costs of private training programs for the unskilled and the unemployed.

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